

ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE (ABTEL) MEETING

Minutes
March 18, 2002

The Advisory Board on Teacher Education and Licensure met for a regular business meeting at Old Dominion University in Norfolk, Virginia, with the following advisory board members present:

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| Mychele Brickner | Jill Fox | Mary McCauley |
| Sharon Condrey | Mark Glaser | Nancy Miller |
| Judy Davis-Dorsey | Margaret Shibley Gray | Dale Sander |
| Ronald Diss | Holly Hawthorne | Donna Smith |
| Brenda Duda | Cheryl Lightfoot | J. David Smith |
| Ken Fleming | Jane Massey-Wilson | Susan Walton |

Absent: Carole Ballard
Kimberly Loy

Board of Education Liaison: Susan Noble

Ex-Officio Members: Nancy Cooley

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| Department of Education: | Thomas A. Elliott | Paul Joseph |
| | Pat Burgess | Byrd Latham |
| | JoAnne Y. Carver | Patty Pitts |

Guests: Dr. William Graves (Dean, ODU)
Ruth Grillo (Virginia Teacher of the Year)
Dr. Jane Hager (Associate Dean, ODU)
John Osterhout (Special Assistant to the Dean, ODU)
Dr. Roseann Runte (President, ODU)

FULL ADVISORY BOARD MEETING

Dr. Jane Massey-Wilson, chair of the Advisory Board, presided. The meeting was called to order at 8:35 a.m. with a welcome to the Advisory Board members and guests and expression of appreciation to Old Dominion University for hosting the meeting.

INTRODUCTION OF GUESTS

Dr. Jane-Massey Wilson introduced Ruth Grillo from Accomack County Schools as the 2001-2002 Virginia Teacher of the Year. A video introduction featuring Ms. Grillo followed.

Dr. William Graves, Dean of Darden College of Education (ODU), was introduced. He introduced Dr. Jane Hager, Associate Dean, and John Osterhout, Special Assistant to the Dean for Marketing and Promotion, as representatives of the Dean's Office.

APPROVAL OF THE AGENDA

Dr. Jane Massey-Wilson asked if there were any recommended changes to the agenda. Since no changes were suggested, David Smith made a motion to approve the agenda; Mary McCauley seconded.

APPROVAL OF MINUTES

Dr. Jane Massey-Wilson asked if there were any changes for the minutes from the January 28, 2002 meeting. Margaret Shibley Gray asked for clarification regarding the appropriateness of administering the Praxis I to high school students since this population was not included as part of the norming process. Patty Pitts recalled that the decision was to leave "the door open" for high school students if a pilot were conducted. Thomas Elliott stated that he was planning to propose to ETS a Praxis I administration to high school graduates as part of a "teach for tomorrow" type program in the summer after graduation.

Following a brief discussion, Jill Fox made a motion to approve the minutes; Brenda Duda seconded her motion. The minutes were unanimously approved by the Advisory Board.

PRESENTATION FROM DARDEN COLLEGE OF EDUCATION

Dr. William Graves welcomed the members of the Advisory Board to Old Dominion University and opened his presentation by expressing pride for the work of the university to recruit quality students to the School of Education, to expand the Convocation Center and Business Center, and to build the new Science Building. He continued his presentation by sharing enrollment data for undergraduate and graduate programs in education and data on education program completers for initial licensure and advanced licensure programs. He listed the accomplishments of the faculty of the Darden College of Education and program initiatives, including career switcher programs and distance education programs for special education, under the direction of the College of Education.

Dr. Graves concluded his presentation by making four suggestions to enhance quality of teacher preparation and student achievement in Virginia.

- The first suggestion included "emphasizing reading across the curriculum in education preparation programs through course work and teacher candidate assessment."
- The second suggestion was to "assess PK-3 and PK-6 licensure candidates through the Praxis II: Reading Across the Curriculum: Elementary Education (Part A-Content Categories and Part B-Constructed Responses)."
- The third suggestion was to "require teacher education candidates to pass the revised Praxis II: Principals of Learning and Teaching to assure that the beginning teacher knows how to organize content knowledge for student learning, how to create an environment for student

learning, and how to teach for student learning; can assess extent of learning goals achieved; knows current trends in education; can build professional relationships with colleagues; and can communicate with parents about student learning.”

- The final recommendation suggested that “ODU has the capacity, expertise, and commitment to deliver course work via distance education technologies to address the professional development needs of PK-3 teachers for phonics, fluency, and scientific research-based reading instructional strategies throughout the Commonwealth.”

The Advisory Board members were asked if there were any additional questions for Dr. Graves regarding his suggestions or programs.

Thomas Elliott asked if there were any data on the placement rates of College of Education program completers. Dr. Graves responded that most teachers are placed before completing the student teaching requirement. He stated that he is collaborating with superintendents in the area to create early hiring and mentoring programs.

Dr. Massey-Wilson remarked that she was impressed by all the programs at Old Dominion University, College of Education, specifically Dr. Jane Hager’s work with the reading program.

Dr. Elliott asked if considerations for an alternative route for school administrators were made for the SREB University Leadership Development Network. He expressed his concern that most leadership programs were requiring potential school leaders to attain an additional masters level degree. Dr. Graves responded that faculty members supported an alternative route and that recommendations were anticipated by June 2002 to implement a more innovative approach to meet administrator requirements. Dr. Elliott asked if plans were considered to offer a distance-learning program for potential administrators. Dr. Graves commented that distance education plans are being considered for administrators.

Dr. Elliott reminded, that although it was appropriate to begin the Military Career Transition Program with military personnel, not to limit participants to military personnel, only, and to “think broadly” when designing administrator leadership programs. Paul Joseph reiterated this point by commenting that a major focus of the Southern Regional Education Board forum was to focus administrator preparation programs on student learning while exploring options for alternative programs.

SUGGESTIONS FROM OLD DOMINION UNIVERSITY

Ron Diss suggested that each subcommittee discuss and make recommendations for the suggestions to enhance educator preparation and student achievement. The subcommittee on Teacher Education was responsible for suggestions 1 and 4, and the subcommittee on Teacher Licensure was responsible for suggestions 2 and 3. Mychele Brickner asked the Advisory Board if suggestion 3 had been reviewed and evaluated in the past. Byrd Latham remarked that the most “cutting edge suggestion” made was #4, or the commitment to deliver course work via distance education technologies for phonics, fluency, and reading instructional strategies. It was

decided to allow the subcommittees to review the suggestions and make relevant recommendations for next steps.

REPORTS FROM THE TEACHER EDUCATION COMMITTEE AND THE LICENSURE COMMITTEE

Teacher Education Committee

Agenda Item A:

Discussion of an Initiative to Offer Praxis I in High School for Students Interested in a Teaching Career

Nancy Miller reported on the discussion of the initiative to offer Praxis I in the high schools for students interested in a teaching career. The committee agreed to recommend that the full advisory board move forward on offering Praxis I in Virginia to high school graduates interested in a teaching career.

Agenda Item B:

Discussion of Final Guidelines and Procedures for Implementing the Teacher Education Program Standards, Effective Fall 2002

Nancy Miller reported that the committee discussed implementing the program standards and the committee received information regarding training on June 3-7, 2002, at Sweet Briar College.

Agenda Item C:

Review and Discussion of a Format for Institutional Annual Reports to the Board of Education

Nancy Miller reported that the committee reviewed the proposed format. A suggestion was made to add a component on adjunct faculty including information on how many, how selected, and what responsibilities they have. Another suggestion was to include the number of students who take Praxis I and how many do not pass, as well as how many do pass.

Agenda Item D:

Proposed Plan for Implementing House Joint Resolution 794: A Study of the Proficiency of Virginia Teachers in Teaching Systematic Explicit Phonics

Nancy Miller reported that the discussion points focused on 1) the need to place student teachers with “experts” in the area of teaching and phonics as it relates to reading and 2) the need to delineate essential competencies to guide colleges and universities in restructuring competency requirements in reading. The committee responded that the impact was to be determined; however, it is anticipated that funding to support strategies will be needed. The recommendation was made to continue the discussion to determine suggestions for modifications to the draft proposal to submit to the Department of Education on or before April 1, 2002 to allow time for

inclusion in the ABTEL packet for the next meeting. Dr. Elliot reminded the committee that a specific recommendation was needed as a motion for consideration to present to the Board of Education.

Licensure Committee

Agenda Item A:

Review and Approval of Plan to Conduct Match, Validation and Standard-Setting Studies of the Praxis II Core Content Knowledge (0353), Mild to Moderate Disabilities (0542) and Learning Disabilities (0382) Assessments

Susan Walton reported that the committee would like to move forward with the match, validation and standard-setting study for the assessments as early as possible, but no later than Fall 2002. The committee recommended the following to the Advisory Board members for the first review:

1. The match, validation, and standard-setting studies will be conducted to determine whether the 0353-Education of Exceptional Students: Core Knowledge or the 0542-Education of Exceptional Students: Mild to Moderate Disabilities will be appropriate as the Praxis II assessment for initial licensure for teachers of special education. The match study will be conducted as early as possible, but no later than fall of 2002.
2. The match, validation, and standard-setting studies will be conducted for the test, 0382-Education of Exceptional Students: Learning Disabilities, to determine the appropriateness of using this assessment for individuals who hold an endorsement in special education (ED, MR, LD) to add an additional endorsement in ED, LD, MR. In addition, these studies will be conducted on the assessments in emotional disturbance and mental retardation upon their availability by the Educational Testing Service.

Agenda Item B:

Discussion of Qualifying Score for Praxis II Marketing Assessment (Informational)

Susan Walton reported that this item was informational only. The Virginia qualifying score on the Praxis II Marketing Education assessment will be posted as 570 effective July 1, 2002. Since the Praxis Marketing Education assessment has a score interval of 10, the score of 575 was not an attainable score.

Agenda Item C:

Development of Recommended Guidelines for Implementing Option 4 – Division Superintendent License

Susan Walton reported that the committee made suggestions for the proposed guidelines for determining the equivalency of a master's degree under option four of the Division Superintendent License (refer to Attachment A). The proposed guidelines were received by the Advisory Board for first review. They will be presented for final review in April and will be presented to the Board of Education in ABTEL's annual report in May 2002.

Suggestion 2 from ODU Presentation

Assess PK-3 and PK-6 Licensure Candidates through the Praxis II: Reading Across the Curriculum: Elementary Education (Part A-Content Categories and Part B-Constructed Responses)

Susan Walton reported that the committee continues to be interested in the development of a reading assessment instrument for PK-3 and PK-6 teachers; however, the suggested test was deemed inappropriate in correlation with the established competencies and a validation study of ETS #0201 was not recommended. Additionally, the committee is interested in an update of the status of a reading test for Virginia.

Suggestion 3 from ODU Presentation

Require teacher education candidates to pass the revised Praxis II: Principals of Learning and Teaching to assure that the beginning teacher knows how to organize content knowledge for student learning, how to create an environment for student learning, and how to teach for student learning; can assess extent of learning goals achieved; knows current trends in education; can build professional relationships with colleagues; and can communicate with parents about student learning.

Susan Walton reported that the committee suggested that the Virginia Department of Education to survey other institutions to determine level of interest in having the PLT available for program purposes and to determine the costs associated with a validation study. If the cost is not prohibitive, this committee recommends a validation and standard setting study. It was not recommended to add PLT (7-12) or PLT (5-9) for licensure; however, performance information may be helpful to institutions.

LIAISON REPORTS

The State Council Of Higher Education For Virginia (SCHEV)

Dr. Nancy Cooley, liaison to the advisory board, reported on two initiatives: the Update on the Strategic Plan Advisory Commission and the Joint Proposal for the National Governor's Association. Dr. Cooley reported that fifteen focus groups had been conducted to identify four broad goals for the strategic plan. She welcomed participation on the commission and referred to the SHEV web page for volunteer information. The Department of Education and the State Council on Higher Education for Virginia completed the Joint Proposal to support a two-year project to offer technical assistance to address the issues of teacher preparation and to support the joint commission task force recommendations. Dr. Cooley shared three Issue Briefs from the National Governor's Association, 1) Mentoring Support Needs, 2) Teacher Recruitment, and 3) Teacher Supply and Demand. She offered to make copies for the Advisory Board, if requested.

The Virginia Department of Education

Dr. Elliott invited Advisory Board members to attend the Teacher Education Forum on April 22 (1:30 – 5:00) and April 23 (9:00 – 3:00) at the Hilton Garden Inn, Richmond Innsbrook. The forum is sponsored by the Committee to Enhance the K-12 Teaching Profession in Virginia, Education Commission of the States, State Council of Higher Education for Virginia, and the Virginia Department of Education. The participants will have opportunity to interact with national experts on the topics of comprehensive data systems; recruitment, preparation, and retention of teachers; and research in the teaching profession.

He shared that on June 6, 2002, the Cadet Program will be showcased at Longwood College. This program will share initiatives to design differential staffing models in Virginia.

The Virginia Department of Education Legislative Overview of 2002 General Assembly Session

Dr. Elliott remarked that although there were many bills approved by the General Assembly, few were related to the issues of teacher education and licensure. However, the General Assembly appointed a 29-member commission on school leadership. This commission will focus on policy recommendations to revolutionize preparation programs for administration and supervision. He shared that there was space on the commission for representation from ABTEL and other professional organizations. Another bill was passed that required all teachers to have course work in the area of dealing with child abuse. The Virginia Department of Education is to develop a module to meet the professional requirement by July 1, 2003.

Dr. Massey-Wilson asked for clarification on the return to teaching after retirement program. Dr. Elliott remarked that teachers may be invited to return to the classroom 30 days after retirement. Further clarification included that the criteria was not limited only to critical shortage areas identified by the Virginia Department of Education, but included any position vacancy for which a school division receives three or fewer qualified candidates (licensed or eligible for a license).

Dr. Elliott reported that there were eight proposals submitted to the Department of Education to establish a career switcher program.

Dr. JoAnne Y. Carver reported that the applications for the Commonwealth Talent Pool were disseminated through a superintendent's memo in January 2002. Because of the limited response, the deadline for applications will be extended until April 15, 2002. Teacher or administrator applicants should represent elementary levels.

ABTEL DISCUSSION OF INITIATIVES AND OTHER ISSUES

No additional initiatives or issues were identified. The meeting adjourned at 2:00 p.m.

APPENDIX

REQUIREMENTS FOR A DIVISION SUPERINTENDENT LICENSE IN VIRGINIA

INTRODUCTION

A fourth option to the Licensure Regulations for School Personnel for the Division Superintendent License was approved by the Board of Education on January 14, 2002, and will become effective on March 27, 2002. This option requires that an individual must be recommended by a school board interested in employing the individual as a superintendent. The individual must have a written statement from the Virginia school board indicating interest in employing the individual as a division superintendent.

The Board requested that the Advisory Board on Teacher Education and Licensure (ABTEL) work with personnel in the Department's division of teacher education and licensure to develop guidelines to be used for determining "equivalent" experience and professional development programs that may be accepted in lieu of the master's degree for this option. It is anticipated that these guidelines will be approved by the Board of Education in June and become effective on July 1, 2002.

REQUIREMENTS FOR DIVISION SUPERINTENDENT LICENSE

Below is an excerpt from the Licensure Regulations for School Personnel outlining the requirements for the Division Superintendent License. The fourth option listed will become effective March 27, 2002.

8VAC20-21-590. Division Superintendent License.

An individual may be a candidate for the list of eligible division superintendents and the renewable Division Superintendent License through the completion of the requirements in one of the following four options:

1. Option one.

The individual must:

- a. Hold an earned doctorate degree in educational administration or educational leadership from an accredited institution; and
- b. Have completed five years of educational experience in a public and/or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.

2. Option two.

The individual must:

- a. Hold an earned master's degree from an accredited institution plus 30 completed hours beyond the master's degree;
- b. Have completed requirements for administration and supervision preK-12 endorsement which includes the demonstration of competencies in the following areas:

(1) Knowledge and understanding of student growth and development, including:

- (a) Applied learning and motivational theories;
- (b) Curriculum design, implementation, evaluation and refinement;
- (c) Principles of effective instruction, measurement, evaluation and assessment strategies;
- (d) Diversity and its meaning for educational programs; and
- (e) The role of technology in promoting student learning.

(2) Knowledge and understanding of systems and organizations, including:

- (a) Systems theory and the change process of systems, organizations and individuals;
- (b) The principles of developing and implementing strategic plans;
- (c) Information sources and processing, including data collection and data analysis strategies;
- (d) Learning goals in a pluralistic society; and
- (e) Effective communication, including consensus building and negotiation skills.

(3) Knowledge and understanding of theories, models, and principles of organizational development, including:

- (a) Operational procedures at the school and division/district level;
- (b) Principles and issues of school safety and security;
- (c) Human resources management and development, including adult learning and professional development models;
- (d) Principles and issues related to fiscal operations of school management;
- (e) Principles and issues related to school facilities and use of space;
- (f) Legal issues impacting school operations and management; and

(g) Technologies that support management functions.

(4) Knowledge and understanding of the values and ethics of leadership, including:

(a) The role of leadership in modern society;

(b) Emerging issues and trends that impact the school community;

(c) Community resources and partnerships of school, family, business, government and higher education institutions;

(d) Community relations and marketing strategies and processes; and

(e) Conditions and dynamics of the diverse school community.

(5) Knowledge and understanding of the purpose of education and its role in a modern society, including:

(a) The philosophy and history of education; and

(b) Various ethical frameworks and professional ethics.

(6) Knowledge and understanding of principles of representative governance that undergird the system of American schools, including:

(a) The role of public education in developing and renewing a democratic society and an economically productive nation;

(b) The law as related to education and schooling;

(c) The political, social, cultural and economic systems and processes that impact schools;

(d) Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;

(e) Global issues and forces affecting teaching and learning; and

(f) The importance of diversity and equity in a democratic society.

c. Have completed five years of educational experience in a public and/or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.

3. Option three.

The individual must:

a. Hold an earned master's degree from an accredited institution;

- b. Hold a current, valid out-of-state license with an endorsement as a division/district superintendent; and
- c. Have completed five years of educational experience in a public and/or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision.

4. Option four. [Effective March 27, 2002]

The individual must:

- a. Hold a master's degree, or its equivalent, from an accredited institution;
- b. Have held a senior leadership position such as Chief Executive Officer or senior military officer; and
- c. Be recommended by a school board interested in employing the individual as superintendent.

DRAFT GUIDELINES FOR IMPLEMENTING OPTION 4 OF THE DIVISION SUPERINTENDENT LICENSE REGULATIONS

*A fourth option to the Licensure Regulations for School Personnel for the Division Superintendent License was approved by the Board of Education on January 14, 2002, and will become effective on March 27, 2002. **This option requires that an individual must be recommended by a school board interested in employing the individual as a superintendent.** The individual must have a written statement from the Virginia school board indicating interest in employing the individual as a division superintendent.*

*The Board requested that the Advisory Board on Teacher Education and Licensure (ABTEL) work with personnel in the Department's division of teacher education and licensure to develop guidelines to be used for determining "equivalent" experience and professional development programs that may be accepted in lieu of the master's degree for this option. **The following guidelines are in draft format for discussion only.** ABTEL members will receive guidelines for final review in April and will include recommended guidelines in its May annual report to the Virginia Board of Education. It is anticipated that these guidelines will be approved by the Board of Education in June and become effective on July 1, 2002.*

**Hold a master's degree, or its equivalent,
from an accredited institution**

Individuals must complete the following:

A master's degree from a regionally accredited institution; or

The equivalent of a master's degree as deemed appropriate by the State Superintendent of Public Instruction or designee.

Examples of equivalent preparation that may be accepted to meet the master's degree equivalency are as follows:

- A bachelor's degree from a regionally accredited institution plus thirty additional hours of graduate course work from a regionally accredited institution;
- A bachelor's degree from a regionally accredited institution and a combination of related course work and verifiable experience of such accomplishment that the combination of course work and experience equals a master's degree in breadth, depth, and rigor;
- A law degree from a regionally accredited institution;

- A bachelor's degree from a regionally accredited institution and the completion of the military service's command and staff college preparation;
- A bachelor's degree from a regionally accredited institution and the completion of the military service's war college program as well as the National War College at Fort McNair in Washington, D.C., and the Industrial College of the Armed Forces in Washington, D.C.;
- A bachelor's degree from a regionally accredited institution, the completion of an extensive senior executive or advanced management program (such as a university, corporate, or professional association based program), and demonstrated competencies in a leadership position.

**Have held a senior leadership position
such as Chief Executive Officer or senior
military officer**

An individual must have held a senior leadership position.

Examples of senior leadership positions include the following:

- Chief Executive Officer or senior corporate executive;
- Senior Military Officer (an officer who has attained the grade of O-5, such as Lieutenant Colonel in the Army, Air Force, and Marine Corps and Commander in the Navy); or
- School division leadership position, such as an assistant superintendent of instruction or administration, director of instruction, director of student services, principal, etc.
- College or university leadership position, such as president, dean, or provost, etc.

**Be recommended by a school board
interested in employing the individual as a
superintendent**

An individual must be recommended by a school board interested in employing the individual as a superintendent. The individual must have a written statement from the Virginia school board indicating that it is interested in employing the individual as a division superintendent.